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SCHOOL LIFE



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IN THIS ISSUE



Education—Here it Stands • The War on Want • Teachers' Salaries and Code Wages
Union of Federal Education Forces • We Face an Issue • P.W.A. School Allotments
Higher Education's Outlook • The Documents About Recovery • West Virginia's Stride

Official Organ of the Office of Education

UNITED STATES DEPARTMENT OF THE INTERIOR • WASHINGTON

WRITE TO:

The Office of Education,
U. S. Department of the
Interior, Washington,
D. C., for published
information on—

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Primary Education

Elementary Education

Secondary Education

Colleges and Professional
Schools

School Administration

School Personnel

School Legislation

Exceptional Child
Education

Rural School Problems

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Physical Education

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Industrial Education

Educational Tests and
Measurements

Foreign Education

Adult Education

SCHOOL LIFE

Congress, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise to promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States. Order its service for 1 year by sending 50 cents to the Superintendent of Documents, Government Printing Office, Washington, D. C. To foreign countries, 83 cents a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U. S. Department of the Interior, Washington, D. C.

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N. B.—The cover illustration was drawn by William Thompson,
New York Academy of Design, New York City

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OFFICE OF EDUCATION NEW PUBLICATIONS

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| The Reorganization of Secondary Education, Bulletin, 1932, No. 17, Monograph 5..... | 40 cents |
| Provisions for Individual Differences, Bulletin, 1932, No. 17, Monograph 13.. | 40 cents |
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| High School Instruction by Mail—A Potential Economy, Bulletin, 1933, No. 13.. | 10 cents |
| Organization for Exceptional Children Within State Departments of Education, Pamphlet No. 42..... | 5 cents |
| Larger Units for Educational Administration—A Potential Economy, Pamphlet No. 43..... | 5 cents |
| Small City School Systems, 1930-32, Comparative Data, Pamphlet No. 46.... | 5 cents |

FREE

(Single copies only)

The Education of Teachers and the Financial Crisis, Circular No. 110.
Recent Courses of Study for Elementary and Secondary Schools, Circular No. 111.

OFFICE OF EDUCATION
United States Department of the Interior

NOV 5 '33

UNION OF *Federal Education Forces*

Federal Vocational Education Functions Now Directed by the United States Commissioner of Education

HAROLD L. ICKES, Secretary of the Interior, on October 10 issued an official order transferring the functions of the Federal Board for Vocational Education to the Federal Office of Education in the Department of the Interior, under the direction of George F. Zook, United States Commissioner of Education.

The Secretary's order, effective October 10, carries out the terms of President Roosevelt's Executive order of June 10, which specified that "the functions of the Federal Board for Vocational Education are transferred to the Department of the Interior, and the Board shall act in an advisory capacity without compensation."

In announcing the transfer of the functions of the Federal Board for Vocational Education, Secretary Ickes said: "This transfer of the functions of the Board is not to be interpreted as any curtailment of the activities of the Federal Government in the field of vocational education. Both Dr. George F. Zook, the Commissioner of Education, and I have long been deeply interested in vocational education studies and efforts, and we both propose to promote the development of this highly important part of the field of education vigorously."

The Federal Board for Vocational Education came into existence as the result of the passage of the Smith-Hughes Act on February 23, 1917. This consummated the efforts, over a period of years, of a number of societies engaged in promoting vocational education. Both agricultural and industrial organizations lent their strength to the support of this measure.

A Board was organized in the late summer of 1917. President Wilson appointed

to the Board representatives of labor, agriculture, and manufacture and commerce. Ex-officio members were the Secretary of Agriculture, Secretary of Commerce, Secretary of Labor, all from the President's Cabinet, and the United States Commissioner of Education. Dr. Charles A. Prosser, director of the William Hood Dunwoody Industrial Institute,

The vocational education organization functioned as an independent office during its nearly 17 years' existence. It was responsible directly to Congress to which it made an annual report.

Secretary of the Interior Ickes has notified Commissioner Zook to proceed with the necessary organization of the Office of Education so as to provide for the inclusion of the necessary personnel of the Federal Board for Vocational Education.

The importance with which Commissioner Zook regards the transfer of functions of the Federal Board for Vocational Education to his direction is expressed in his reply to Secretary Ickes' official order which reads: "I wish to assure you that I have a deep sense of the importance of this added responsibility. I will, to the best of my ability, promote the cause of vocational education vigorously and wisely. I trust that this union of educational forces in the Federal Government will increase the effectiveness of the service which the Federal Government renders to the States and local communities in the conduct of their educational programs."

Headquarters of the Federal Office of Education is now in the Hurley-Wright Building, Eighteenth and Pennsylvania Avenue N.W., Washington, D.C. Staff members of the office moved recently from the Department of the Interior building to provide more office space for the rapidly increasing personnel of the Public Works Administration. The Interior building was the home of the Office of Education for nearly 10 years.



The new home of the Federal Office of Education. Six floors of this building are now devoted to Federal interests in education

Minneapolis, Minn., was selected as the first director of the Board. He came to Washington in August of 1917 to assume the responsibility of organizing a staff and putting into operation the program for vocational education in accordance with the terms of the National Vocational Education Act.

Teachers' Salaries

. . . AND CODE WAGES

Thousands of Teachers Receive Less than the Minimum for Unskilled Labor

HOW do salaries of teachers in the United States compare with the wage minimums set up in the N.R.A. codes?

This is a live question.

The answer requires a preface.

Preface: Farm and factory supply the foundation of life in the United States. Above this foundation rises our elaborate structure of schools, hospitals, museums, libraries, churches. This superstructure has sagged because the economic crisis weakened the farm and factory foundation under it. To restore the foundation is the central aim of the national recovery industrial codes and agricultural agreements. The theory is that restoring the foundations will also bolster up the sagging superstructure; revive sick school, museum, hospital, and church budgets; repair salary cuts; reestablish sacrificed services.

The rebuilding of foundations is under way. Restoration of the "educational wing" of Hotel America must soon begin. Alert school officials and school board members will not want to be held responsible for having their section sag months after the rest of the structure has been reconditioned.

One of the first problems public opinion will lay before them will be the salary problem. It is a tough old problem liberally studded with many new thorns. The "New Deal" has meant—more than anything else, perhaps—new standards of reward for human effort. Therefore, school officials will be asked to determine new salary schedules in the light of the new standards for farm, factory, and store workers. To orient school officials wandering in the complicated maze of code standards, SCHOOL LIFE presents the fol-

lowing data on code wages and teachers' salaries.

What are the new minimum wages which have been set with the cooperation of the Federal Government? What are teachers' salaries?

Thus far, no code adopted by the National Recovery Administration sets minimum salaries for services comparable to teaching services. First there was the "blanket code" President's Reemployment Agreement, widely accepted in August, which set up minimums for factory and mechanical workers and "white collar" workers. For factory and mechanical workers it sets up a minimum wage of 40 cents an hour; for "white collar" workers, \$12 to \$15 per week, depending on the population of the community.

This "blanket code" is being rapidly replaced by special codes adopted by the various industries. The hosiery workers' code, for example, provides from \$13 to \$27.50 per week for various types of work in the North; \$12 to \$24.75 for similar work in the South.

Certain other compensation standards set up by the Government agencies will be of much interest to teachers and school officials, as reflecting new standards of compensation for effort.

The Public Works Board has passed a resolution determining "wage rates on all construction financed from funds appropriated by the Administrator of Public Works." The scale per hour varies for three sections:

| | Unskilled labor | Skilled labor |
|--------------------|-----------------|---------------|
| Southern zone..... | \$0.40 | \$1.00 |
| Central zone..... | .45 | 1.10 |
| Northern zone..... | .50 | 1.20 |

Skilled labor includes plumbers, electricians, steamfitters, and other craftsmen.

Now, let us turn to teachers' salaries.

Our most adequate figures on salaries are predepression—1930. If we had 1933-34 figures, they would undoubtedly be lower.

| | |
|-----------------------------------|---------|
| Median teacher salary..... | \$1,420 |
| Median city teacher salary..... | 1,771 |
| Median rural teacher salary..... | 926 |
| Median 1-room teacher salary..... | 788 |

These figures are medians and therefore do not quite give us the facts we need. Code minimums are the rock bottom wages. Industrial wages go up from the minimum. But salaries of teachers go both up and down from the median. What do we find when we explore the salaries below that paid the median rural teacher?

In the first place there is no minimum salary for teachers. The principal of a Negro school in September reported at the Office of Education that neither he nor his teachers had received a cent of salary in money since 1931. Their meager salaries were paid in warrants which were cashable at discounts of from 25 to 50 percent, if at all.

Estimates based on these percentages indicate that more than 13,000 rural white and 28,000 Negro teachers were in 1930 receiving salaries at rates lower than the present "blanket code" minimum for unskilled factory workers. This was before teachers salaries had been reduced to any extent.

Last year another study disclosed that of 45,489 white rural teachers, 6,181 received \$60 or less per month. Last year also 588 Negro teachers out of 6,722 were receiving \$25 or less per month.

(Turn to p. 38, col. 1)

36 STATES

in Washington!

What Happened When the State Superintendents of Education Met in September

STORM clouds over education brought the State superintendents and State commissioners of education hurrying to Washington on September 15, three months in advance of their regular meeting. Storm clouds and the increasing importance of the National Recovery Program to education insured a large attendance. Only 12 States failed to send representatives.

Dr. Charles A. Lee, who looks after Missouri schools and is president of the

National Council of State Superintendents and Commissioners of Education, held the busy session to two tasks—first, the emergency and what to do about it; second, the ironing out of relations between the schools and the National Recovery Program.

Bringing last-minute diagnoses and reports from practically every State superintendent in his brief case, Superintendent Lee described education's depression wounds and bruises, region by region, State by State. Then he relayed good

tidings of bold save-the-schools plans in West Virginia, North Carolina, South Dakota, Indiana, Tennessee, and Washington.

Two dramatic moments marked the meeting of State superintendents—first, when young Relief Administrator Hopkins tossed a Nation-wide, Federally-aided, adult-education program in their laps, and second, when the executive session debated the question of Federal support for schools in the emergency.

(Turn to p. 25, col. 3)



National Council of State Superintendents and Commissioners of Education: front line left to right; James M. Pringle, N.H., James N. Rule, Pa., George C. Cole, Ind., John Vaughn, Okla., Charles A. Lee, Mo., Charles H. Elliott, N.J., George F. Zook, U.S. Commissioner of Education, Elizabeth Ireland, Mont., Inez Lewis, Colo., Agnes Samuelson, Iowa, J. H. Saunders, city supt., Newport News, Va., second line; F. L. Bailey, Vt., P. F. Voelker, Mich., Mrs. Cole, W. W. Trent, W. Va., Robert Moore, Ill. (for Blair), Beverly O. Skinner, Ohio, T. H. Harris, La., Mrs. Katherine A. Morton, Wyo., H. E. Hendrix, Ariz., Sidney B. Hall, Va., top line; Bertram E. Packard, Maine, E. W. Butterfield, Conn., J. H. Hope, S.C., A. F. Harman, Ala., A. T. Allen, N. C., Jeremiah Rhodes, Tex. (for Woods), John Callahan, Wis., Charles W. Taylor, Nebr., H. V. Holloway, Del., J. H. Richmond, Ky., W. D. Cocking, Tenn., Vierling Kersey, Calif., M. D. Collins, Ga., Albert S. Cook, Md. Not in picture: W. S. Cawthon, Fla., W. T. Markham, Kans., Payson Smith, Mass., C. H. Skidmore, Utah.

The DOCUMENTS

ABOUT Recovery

AT ten minutes to one, March 4, 1933, approximately 100,000,000 Americans glued their ears to radios and listened to the historic inaugural address of President Roosevelt. Policies there enunciated have flowered into the National Recovery Program. To know this program you must read its documents. For its readers *SCHOOL LIFE* lists the fugitive free pamphlets, press releases, and circulars which best tell the story of the recovery program in the words of its authors.

"Our greatest primary task is to put people to work . . ."—Inaugural Address.¹

CIVILIAN CONSERVATION CORPS²

A Chance to Work in the Forests. 1933. 6 p. (Bull. No. 1.) A concise statement of the facts about Emergency Conservation Work.

National Emergency Conservation Work—What it is—How it Operates. 1933. 12 p. (Bull. No. 2.)

Handbook for Agencies Selecting Men for Emergency Conservation Work. 1933. 24 p. (Bull. No. 3.)

President Roosevelt's Emergency Conservation Work Program. 1933. 12 p. folder.

The National Parks and Emergency Conservation. 32 p., illus. (Office of National Parks, Buildings, and Reservations.)

NATIONAL RECOVERY ADMINISTRATION

Handbook for Speakers. 35 p.

Statement by the President of the United States of America Outlining Policies of the National Recovery Administration. 5 p. (Bull. No. 1.)

Basic Codes for Fair Competition. 5 p. (Bull. No. 2.)

The President's Reemployment Program. 9 p. (Bull. No. 3.)

What the Blue Eagle Means to You and How You Can Get It. 20 p. (Bull. No. 4.)

The Great Adventure of the NRA. Radio Address of Donald R. Richberg. (Press release.)

Code for Fair Competition for the Automobile Manufacturing Industry. 9 p. (Registry No. 1463-1-04.)

Code for Fair Competition for the Petroleum Industry. 25 p. (Registry No. 711-1-21.)

Code of Fair Competition for the Cotton Textile Industry. 23 p. (Registry No. 299-25.)

NRA—The New Deal for Business and Industry. A Bibliography, May-August 1933. 78 p. mimeog. (Available from the American Library Association, Chicago, Ill., at 75 cents a copy.)

¹ Copies of the President's Inaugural Address and his 2 radio speeches—the first on the banking crisis and the second on the fundamentals of his national recovery program—are available free at the White House.

² For additional information on these agencies see page 10, *SCHOOL LIFE*, September 1933.

NOTE.—Codes on practically every major industry are available at the NRA offices as well as numerous press releases interpreting the President's reemployment agreement.

PUBLIC WORKS ADMINISTRATION

Industrial Recovery Act. 18 p. (Public No. 67, 73d Congress.)

Purposes, Policies, Functioning, and Organization of the Emergency Administration—The Rules Prescribed by the President. 22 p. (Cir. No. 1.)

Information Required With Applications for Loans to States, Counties, municipalities, and other public bodies. 9 p. (Cir. No. 2.)

Information Required With Applications for Loans to Private Corporations (Other than Loans for Housing Projects and for Projects for the Protection and Development of Forests and Other Renewable Natural Resources. 10 p. (Cir. No. 3.))

TENNESSEE VALLEY AUTHORITY

A New National Conservation Policy—The Tennessee Valley Project. (Press release.)

Planning in the Tennessee Valley. 6 p.

Muscle Shoals. 6 p. folder. (Radio speech of Dr. Arthur E. Morgan.) How Will the Outside World Benefit From the Tennessee Valley Development? (Press release.)

Map of the Tennessee Valley Project. (See p. 19, *SCHOOL LIFE*, September 1933.)

"Hand in hand with this we must frankly recognize the overbalance of population in our industrial centers, and, by engaging on a national scale in a redistribution, endeavor to provide a better use of the land for those best fitted for the land. The task can be helped by definite efforts to raise the values of agricultural products and with this the power to purchase the output of our cities . . ."—Inaugural Address.

AGRICULTURAL ADJUSTMENT ADMINISTRATION

Agricultural Adjustment Act. 26 p. (Public No. 10, 73d Cong.)

License for Milk—Chicago Milk Shed.

A Balanced Harvest—What the Farm Act Offers the American Wheat Grower. 12 p. (W-5.)

Planned Production Means More for Your Wheat. 4 p. (W-6.)

More Than Billion-Dollar Increase in Gross Farm Income is Forecast. (Press release.) Office of Information, Department of Agriculture.)

A Program for the Corn Belt. (Press release.) Provisions of Wheat Agreement Explained. (Press release.)

"It can be helped for preventing realistically the tragedy of the growing loss through foreclosure of our small homes and our farms . . ."—Inaugural Address.

INAUGURAL ADDRESS OF FRANKLIN D. ROOSEVELT PRESIDENT OF THE UNITED STATES

Delivered at the Capitol
Washington, D. C.
March 4, 1933



FEDERAL FARM CREDIT ADMINISTRATION

Farm Mortgage Loans by the Federal Land Banks and the Land Bank Commissioner. 1933. 15 p., folder. (Cir. No. 1.) Tells how and where to apply for Federal Land Bank Loans; for exchange of loans for bonds; and for loans from the Land Bank Commissioner.

Refinancing Farm Debts with a Commissioner's Loan—Some Questions and Answers. 1933. 7 p., folder. (Cir. No. 2.)

Agricultural Financing Through the FCA. 1933. 32 p. (Cir. No. 3.)

HOME OWNERS' LOAN CORPORATION

Home Owners' Loan Act of 1933. 14 p. (Public No. 43, 73d Cong.)

The Home Owners' Loan Corporation. 5 p. (Senate Document No. 74.) How to procure loans from the Federal Home Owners' Loan Corporation.

Loan Regulations—Home Owners' Loan Corporation. 7 p., folder. (Form 7.)

Relief for Distressed Home Owners—An Outline of the Nature, Purposes, and Provisions of the Home Owners' Loan Act of 1933. 16 p., folder.

Problems of the Home Loan Bank Board. Speech of Hon. William F. Stevenson, Chairman, Federal Home Loan Bank Board. 8 p., folder.

What is the Home Owners' Loan Corporation? Mimeographed copy of radio address of Hon. William F. Stevenson. 9 p.

Home Owners' Loan Act of 1933. Mimeographed copy of a series of articles appearing in the *United States News*, June 24th to July 22d, 1933. 17 p.

"It can be helped by the unifying of relief activities which today are often scattered, uneconomical, and unequal . . ."—Inaugural Address.

FEDERAL EMERGENCY RELIEF ADMINISTRATION

How Can the States Help? 4 p. (Copies of this Magazine reprint may be obtained from the American Legislators' Association, Drexel Ave. and 58th St., Chicago, Ill.)

Monthly Report of the Federal Emergency Relief Administration.

Rules and Regulations Governing Expenditures of Federal Emergency Relief Funds. Nos. 1, 2, 4, and 5. 4 p.; No. 3. 9 p.

Rules and Regulations Governing Medical Care Provided in the Homes to Recipients of Unemployment Relief. (No. 7. 7 p.)

(Persons interested may obtain this as well as additional material from their local relief offices.)

(Turn to p. 37, col. 2)

Education—Here it Stands

CHARLES A. LEE

State Superintendent of Education in Missouri Reports Nine Nation-wide Trends

I HAVE just received from the various State superintendents and State commissioners of education reports which indicate nine serious trends:

1. On account of lack of funds during the past school year, many schools in various sections of the Nation were forced to close with shortened terms affecting at least 2,000,000 children. Unless emergency measures are adopted during this school year, a larger number of schools will have shortened terms.

2. Teachers' salaries have been reduced as much as 40 percent. Reports indicate that in some States more than one half of all the teachers employed will not receive as much as \$400 for their services this year. Recently, at a county teachers meeting in Missouri, I asked how many would this year receive a salary of \$600. Not one hand was raised.

3. Teachers in many States are now holding unpaid warrants for last year and in some instances even the previous school year. In some cases teachers taught 8 months during the past year and received pay for only 2 months. The total amount of unpaid salaries is now in excess of \$40,000,000.

4. The number of children per teacher has increased very materially during the past 2 years. Enrollments of from 50 to 60 children per room exist in many school systems. Approximately 15,000 fewer teachers were employed last year. The number of unemployed teachers is now in excess of 80,000.

5. Abolition of child labor has thrown a heavy additional load upon the schools in many localities. While educators have always stood for the abolition of child labor and an adequate educational program for all children, it will be very difficult for some communities to care for this sudden increase in students. Commis-

sioner Zook estimates this number to be 100,000.

6. In a large number of cases the children are attending a school where the Board of Education has not been able to purchase the necessary books or instructional supplies. One superintendent reports that he has rural schools without even one textbook.

7. In many cases the health and physical education program, kindergarten facilities, and music and art have been curtailed, and in many places completely eliminated.

8. In a number of school districts the school is no longer maintained as a public school, but is organized and maintained as a private school, each parent paying so much per month for the education of his child. Last spring, while visiting a town of 15,000 population, I found that the public school was closed at the end of six months and the community was maintaining a private school charging each junior and senior high school student \$5.50 per month, and each grade-school student \$3. The superintendent reported that at least 200 children could not pay the tuition and thereby were excluded from school.

9. While we are on every hand curtailing our educational program, we are still going strong with our road-building program. Some States are raising 10 times as much for building highways as for public education. Glaring headlines recently appeared side by side on the front page of a prominent newspaper not far

from Washington. One read, \$150,000 for schools; the other, \$16,000,000 for roads.

36 States in Washington

(Continued from p. 23)

Secretary of the Interior Ickes greeted the superintendents and invited their cooperation in solving the perplexing difficulties facing the Nation; United States Commissioner of Education George F. Zook astonished them by telling the many places where the recovery program was touching education and how the Office of Education was representing the schools in the program; Assistant Secretary of the Interior Oscar L. Chapman told them about public-works funds and schools; Director Wright, of the former Federal Board for Vocational Education, delineated the educational opportunities of the relief program; Assistant Commissioner Bess Goodykoontz explained what the Office of Education has done, is doing, and expects to do to help schools meet the emergency; Supt. J. H. Saunders, Newport News, offered a tentative voluntary code; State Supt. Walter D. Cocking, of Tennessee, presented a magna charta for education, which was accepted; Dr. John K. Norton reported the conference on school financing.

The superintendents set up committees to obtain Federal emergency aid for education and work on three other tasks: 1, to smooth out the innumerable problems of using Federal relief funds for education; 2, to work out problems in connection with public-works funds for school buildings; 3, to represent education on problems of N.R.A. codes such as the textbook publishers' code.

Superintendent Lee was reelected president. Other officers elected were James N. Rule, Pennsylvania, vice president; Ernest W. Butterfield, Connecticut, secretary.

THIS article has been adapted from a radio address "The States Look at Education", delivered by Superintendent Lee, on September 16, over a Nation-wide N.B.C. network. Copies of the complete address may be secured from the Office of Education, Washington, D.C.

West Virginia's Stride

WARD W. KEESECKER

Analyzes the Law that Discards Hundreds of Small School Districts Throughout the State

THE abundance of recent State legislation affecting education portrays a cross-section of the general struggle and difficulties facing our schools during the past several months.

Drastic legal action taken by one State, West Virginia, in an endeavor to "save the schools" by replacing small districts with large counties, is reviewed for *SCHOOL LIFE* readers.

West Virginia's governor, by proclamation, said: "I * * * call the legislature * * * to convene in extraordinary session * * * to enact efficiency and economy legislation to make possible the continued maintenance of public education in the State: (1) By providing for the distribution of State revenue for local schools; (2) by making the county the basic school unit."

On the same day, by letter to each member of the legislature, the governor said:

"The plain facts are that local levies alone as fixed by the 'tax limitation amendment' will not permit the conduct of local schools nor the construction and maintenance of local roads. When the State assumes these services it must insist on immediate economies in organization that will husband and utilize every taxable resource. This is no time to permit select areas to set themselves apart for preferred treatment, merely because they enjoy the opportunities for self-development that the accident of wealth tends to bring; nor is it a time to indulge those local groups who feel that years of extravagance have given them a vested interest in certain portions of the public revenue. This is above all a time for sharing what remains, and for conserving every resource."

In following out the recommendations of the governor the legislature gave West Virginia a very prominent place in 1933 educational legislation. A county-unit system was created for school purposes

effective July 1, 1933. All magisterial school districts and subdistricts and independent school districts were abolished. The control and supervision of schools of each county were vested in a county board of education consisting of five members elected by the voters for 4-year overlapping terms, except that the State superintendent of free schools was directed to appoint the initial members of county boards to serve until their successors shall be elected and qualified. The county boards of education were empowered, among other things, to close any school "which is unnecessary" and to assign the pupils to other schools, to consolidate schools, and to provide adequate transportation for children who live more than 2 miles from school.

Qualifications

The legislature stipulated that the county superintendent of schools shall be the chief executive officer of the county board of education and that this officer shall be selected by the county board instead of election by the people, as was formerly the case. The qualifications for county superintendent were extended to require a bachelor's degree, including at least 8 hours' credit in school administration and 2 years' teaching experience.

It is significant to note that the legislature extended the minimum annual school term for all elementary schools to equal that of high schools, namely, 9 months. In order to assist in the maintenance of this term the State assumed responsibility for funds sufficient to pay 4 months' salary of every needed elementary- and high-school teacher at a stipulated salary rate: (1) For elementary teachers, \$70 to \$90 per month, varying according to types of certificates; and (2) for junior and senior high school teachers, \$80 to \$110 per month, varying according to types of certificates. Additional amounts

were allowed teachers for experience, and principals were allowed an additional amount, according to responsibility. The legislature stipulated that the number of elementary teachers to be employed shall be determined by dividing the number of pupils in average daily attendance during the preceding year by 18, in districts with an average daily attendance of 1 to 5 per square mile; by 25 in districts having an average daily attendance of 10 to 19 per square mile; by 30 in districts having 20 to 39 per square mile; and by 38 in districts having 40 or more per square mile. The total number of junior and senior high school teachers shall be determined by dividing the average daily attendance in junior and senior high schools by 23.

In order that school districts may receive additional State aid the legislature required that they show: (1) That the maximum tax is levied; (2) that the said levy, together with the State aid for 4 months teachers' salaries, is insufficient to maintain schools for the minimum term; (3) that the proportion of teachers is proper; (4) that the schedule of teachers' salaries is reasonable; (5) that the budget of contingent expenses and building enterprises is commensurate with actual needs. State aid may be withheld from a school when the average daily attendance falls below 20, or "in case the board fails or refuses to consolidate when, in the judgment of the State superintendent, consolidation is wise, or when the board fails to meet the standards established by the State board."

In order to assist in maintaining the public-school system of the State the legislature levied a license tax on all store operators, including an additional tax on all chain stores graduated according to the number of stores under the same management. The receipts collected from this tax shall be paid into the State treasury and added to the general fund for elementary schools.



PERHAPS it was our awareness of the many questions asked by mothers seeking help with their toy selections, perhaps it was our desire to supply the best materials for the child's development, perhaps it was the spirit of friendliness that seemed to permeate Chicago in its vast preparedness for the interest of the visitors to the fair.

Probably it was something of all three of these factors which urged Carson, Pirie Scott & Co. to prepare an exhibit of A Century of Development in Play Materials for the enjoyment and information it might afford visitors to our store during the fair.

Whenever we have done anything for children, we have tried to base our decisions on knowledge of the needs of the child. With that in mind we approached the National College of Education, pioneers in parent education and authorities on child guidance, and asked them to prepare this exhibit. They saw in the idea another opportunity to promote parent education, and entered into the planning and assembling with intense interest.

The visitor to the exhibit comes first to the Froebelian kindergarten room, a reproduction of one of the first preschool experiments in America. Immediately the spectator becomes conscious of the teacher of the group, he can almost imagine her saying, "Today, children, we shall make chains." One realizes the limitations of the first kindergartens, in the light of the present-day knowledge; yet as one looks at the picture of Froebel and thinks of his vision, 100 years ago, when he originated the idea of teaching children through play, one is filled almost with reverence for his achievement.

Next comes an exhibit of materials which Madame Montessori gave to kindergartens.

But in the modern kindergarten room, which comes next, the spectator is aware of the children rather than of the teacher. Someone exclaims, "What a joyful place for children to play, with an understanding teacher, and such interesting materials." There is the "boat" which the children have built.

★ *The teacher was the dominating figure of the regimented kindergarten of years ago.*

The modern school says, "Come hither, choose your work, learn."

One Hundred Years OF PLAY



GORDON L. PIRIE

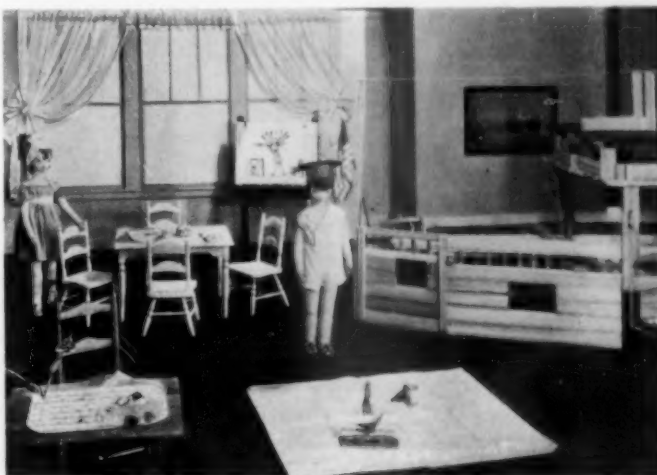
They can fancy they hear the children telling of the wonderful trip they had on it the day before, interpreting in their imaginative play their "marine" activities.

The next stop is at the nursery-school room. In this room are many delightful toys, each one conforming with the standards set by educators who have made an intense study of the child's needs in their endeavor to give him a happier childhood and a broader development. In this room is another "boat", this one built, presumably, by 2- and 3-year-old children. In its construction one notes the difference between the mental development of the younger children and that of the older children who built the "boat" in the kindergarten room.

"Oh, Mother, isn't she dear!" a child exclaims, as she stands before an old-fashioned doll in the exhibit of old toys.

"Yes," says her mother, "I had one almost like that when I was a child. It had belonged to my mother when she was a child."

Here in the old-toys exhibit are toys which have delighted children during the past hundred years. Young and old bend over the cases, intense interest expressed on their faces.



SCHOOL LIFE

VOL. XIX



NO. 2

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By the UNITED STATES DEPARTMENT OF THE
INTERIOR, OFFICE OF EDUCATION + + + +

Secretary of the Interior - - - HAROLD L. ICKES
Commissioner of Education - - - GEORGE F. ZOOK
Editor - - - WILLIAM DOW BOUTWELL
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OCTOBER 1933

TWO NEW POLICIES

Commissioner Zook has inaugurated two significant policies:

1. That the Office of Education shall work in close cooperation with the Government agencies engaged in the recovery program, assisting those agencies whenever their far-flung activities touch on education and also reporting to the school world the numerous implications which the recovery program holds for education. His idea is that the Office of Education should perform a liaison service between the Federal Government and the schools.

2. That the Office of Education should sponsor conferences on educational problems. These conferences should bring to Washington experts who are working singly on important problems. In conference the experts will bring their ideas together. The combined wealth of their studies and thinking on the problem will be made available to the entire country through published reports. Commissioner Zook says, "I would like to see our conference room occupied by one such conference every week." These conferences should bring about progressive changes in educational policies.

The first conference early in August brought to Washington a score of educational leaders to exchange information on the extent of the emergency in education. They told recovery administration officials the dire conditions facing some school systems this year. As a result of re-

quests from this conference, Federal Relief Administrator Hopkins authorized the payment of relief funds to needy teachers who will serve in rural schools where local funds are insufficient, who will teach illiterate adults, conduct vocational and rehabilitation work and general adult-education programs.

The second conference, August 18, brought representatives of the regional associations of colleges and secondary schools to Washington. They decided to plan a study of standards and procedures for accrediting secondary schools which may have an important bearing on the future of American high schools. This subject is very close to Commissioner Zook's heart, since he served as chairman of the commission on higher education of the North Central Association of Colleges and Secondary Schools, which is this year completing a study of standards and procedures for accrediting colleges and universities. Commissioner Zook is a strong advocate of liberalizing accrediting methods.

On September 15 and 16 Commissioner Zook invited State superintendents and commissioners of education to Washington. Normally these officers meet in December, but the emergency in public education due to the depression prompted their convening 3 months earlier.

Other conferences recently held considered (1) the use of motion pictures in the educational program, and (2) adult education. Conferences in prospect will take up Negro education, modification of the curriculum in institutions of higher education, principles of curriculum development for mentally retarded children, and school building needs.

EDUCATION WEEK

Thirteen years ago American Education Week was first observed. Each year it becomes a larger celebration. In 1932, more than 3,000,000 persons participated. This year it is hoped that 10,000,000 homes will learn more about our schools, what they have done, what they are doing, what they plan to do.

This is a critical year for education. American Education Week next month (Nov. 6 to 12) becomes, therefore, not only a time to celebrate progress made in education during years past, but also a time for school workers and friends to bring closer together our schools and more of our citizens.

Let us remember that progress in education means progress in civilization, and let us hope that as the result of this year's American Education Week, all of us may be inspired to better carry on in our schools and for our schools and the future welfare of our Country.

SCHOOL ECONOMY HELPS

William John Cooper, former United States Commissioner of Education, is the author of *Economy in Education*, in a school economy series being published by Stanford University Press, Stanford University, Calif. Ray Lyman Wilbur, former Secretary of the Interior, the president of Stanford, is the general editor of this series. Dr. Cooper's volume cites the need and nature of public-school economy, deals with the kindergarten, elementary and secondary schools, and junior colleges, and presents suggested economies in finance, curriculum, and buildings, organization and technique, and administration and operation.

The National Education Association has published another research bulletin, *Constructive Economy in Education*, price 25 cents, with a reduction for additional copies. Order from the National Education Association, Research Division, 1201 Sixteenth Street NW., Washington, D. C.

TWO LITTLE KNOWN STANZAS OF "AMERICA"

(These stanzas, with two others, were written by the same author some time after the four original stanzas which are familiar to all Americans. They are of particular interest in connection with American Education Week programs)

Our glorious Land today
'Neath Education's sway,
Soars upward still.
Its halls of learning fair,
Whose Bounties all may share,
Behold them everywhere,
On vale and hill!

Thy safeguard, Liberty,
The school shall ever be—
Our Nation's pride!
No tyrant hand shall smite,
While with encircling might,
All here are taught the Right,
With Truth allied.

—SAMUEL FRANCIS SMITH.

ON THE RECOVERY PROGRAM

A Primer of the New Deal, is a new 64-page illustrated pamphlet for the teacher in search of information on the new activities of the Federal Government.

It has been prepared by Dr. E. E. Lewis, professor of education, Ohio State University, and is the result of a cooperative effort by a class of more than 40 superintendents who studied under him this summer.

Copies may be obtained from the American Education Press, Inc., 25 cents per copy, on orders of four or more; 35 cents each on smaller orders.

We Face An Issue

GEORGE F. ZOOK

A Message to Americans on Schools by the Commissioner of Education of the United States

THIS year more than at any time in our recent history the quality, yes, even the existence of schools in many communities, is at stake. From one State, for example, comes the shocking news that in one half the counties of the State, 178 schools cannot be opened at all during the current year. Twenty-five thousand to 30,000 children in these districts will be without any school opportunities whatever except for those which may be arranged privately. Indeed, in this State, only 1 school in 20 will be open for the full nine months.

Similar situations only a little less serious exist in a number of States. There are very few parts of the country in which schools, for want of funds, have not been compelled to shorten the school term. We find ourselves in the grip of a social difficulty from which we shall extricate ourselves only with great effort and pain.

Schools do not belong exclusively to the children, the teachers, or the superintendents. They are the common property of us all, and in the long run there must be public assent for every important change of educational policy and for every provision for financial support. What is done about the schools in this present emergency will therefore be determined around our firesides and in our public gatherings.

My plea to the men and women who earn and spend the incomes from our fields and factories, whether blessed or not with the personal care of little children, is to remember your responsibility to the youth of this land. No matter how much of this world's goods you have gained through your own efforts, you are also enjoying a great heritage of public conveniences and social institutions including our educational system which your forefathers gave to you, and which you are under deep obligation to pass

along with all possible improvements to those who come after you.

What you do for the children of the land cannot be postponed until you have indulged yourselves in other ways. It must be done now. Little children have a habit of growing up rapidly so that what we deprive them of now is lost to them permanently. Let us resolve not to make the children pay for the depression!

Long ago there were invented convenient and economical ways for people to support the educational system. For the private schools these consist of tuitions and gifts; for the public schools, taxation. I am convinced that many a person who during the last two or three years hesitated to or deliberately refused to pay taxes did not understand that within a short time such a situation would bring to a standstill all forms of public

service, including the schools. Now, with eloquent testimony on every hand, we can no longer doubt the distressing effects of nonpayment of taxes. One of the first obligations of any citizen who thinks well of his country and hence of his schools is to make every possible effort to pay his taxes.

There can be no question as to the fundamental importance of education in American life, but it will only attain its possibilities when all America, children and adults, are engaged in a great program of self-improvement for the benefit of themselves and their country. I am convinced, therefore, that in the early future appropriate provision should and will be made in our educational system for the further education of men and women as well as for boys and girls.

(Turn to p. 37, col. 3)

Recent *THESES* in Education

THE Library of the Office of Education collects doctors' and outstanding masters' theses in education, which are available for consultation, and may be borrowed on interlibrary loan. A list of the most recently received theses is given each month.

ARGABRITE, MARGUERITE B. Personality and some opportunities for its achievement through play-production activities. Master's, 1933. University of California. 407 p.ms.

BOLLIG, RICHARD J. History of Catholic education in Kansas, 1836-1932. Doctor's, 1933. Catholic University of America. 131 p.

CAMPBELL, GERTRUDE M. The content of courses of study in educational sociology in normal schools, teachers colleges, liberal arts colleges, and universities in 1932. Doctor's, 1932. New York University. 164 p.ms.

CHECK, WILLIAM V. The demand for and the supply of teachers of commercial subjects in the public high schools of Missouri for the school year of 1931-32. Doctor's, 1932. New York University. 181 p.ms.

CHEN, SHU-KUEI C. Honors and awards in American high schools. Doctor's, 1932. Teachers College, Columbia University. 162 p.

CHEN, WILLIAM K. The influence of oral propaganda material upon students' attitudes. Doctor's, 1933. Columbia University. 43 p.

—RUTH A. GRAY

★ ★ ★ "NOBODY IS GOING TO STARVE IN THIS COUNTRY"

The WAR ON WANT ★ Hois

IN the year 1769 the monsoon wind failed to bring rain to farms in the Ganges Valley. Consequently 10,000,000 persons died of starvation, although there was ample food in other parts of India.

In the year 1899 the monsoon again failed. But the British Government employed 4,500,000 natives on relief works and reduced deaths to a minimum.

In the United States between 1930 and 1933 the winds of prosperity failed. By March 1933 one of every four American workers saw his "fields" of labor dry up. Gaunt famine faced 18,000,000 persons.

The front line

India had her great famines amidst plenty. The United States faced more widespread want amid more widespread plenty.

How we declared war on Want and how we are winning this war is a gripping story.

We could tell the story from the viewpoint of the general headquarters in Washington, D.C. We could quote "General" Harry L. Hopkins in terms of millions of persons, of dollars, of barrels, and thousands of case workers. We could tell how his army against Want is organized.

Instead, let us go out to the front-line trenches. Suppose we interview Bill Jones, of Xenia, who has been in it now for 3 years. And we will talk with Sally Holcomb, social worker, who has Bill Jones and his family on her case list.

Bill Jones is a carpenter. He is 42 years old, married, and has 2 children, a boy 15 and a girl 12. He lives in a small, neat, white-painted cottage on a tree-shaded street. In 1929 Jones had paid off all but \$500 on the mortgage. He had \$700 savings in the bank and a \$7,000 life-insurance policy with the premiums paid up to date. Building ceased in Xenia in 1929, and Jones has had nothing but a few odd jobs at carpentry since then.

At first the Jones family lived as meagerly as possible on their savings—skimping on food and clothes to keep up

mortgage and insurance payments. In 1930 they began to borrow on life insurance. That summer their aunt and uncle, unable to pay rent, came to live with them. The garden helped. By December 1932 the life-insurance policy lapsed, the mortgage on the house had been increased to raise money for food. Jones returned disheartened and humiliated from a freight-car hopping expedition to neighboring cities in a vain search for work. It made one less mouth to feed when he was away. In January 1933 the grocer regretfully refused to extend further credit. The Jones bill stood at \$157. Jones had borrowed from his brother, too. Mrs. Jones sought work, but found none. The boy had been given a work permit to stay out of school because he had neither clothes nor shoes good enough for school.

Please do not think I am giving an exceptional picture. Reports from social workers check its accuracy as a typical example. Millions of American families have fought and struggled to maintain their standard of living. Forced back by overpowering Want, they surrendered ground little by little.

One cold day last January Mrs. Jones finally put her pride in her pocket and went to the relief agency. The agency sent Sally Holcomb. Mrs. Jones and Sally sat down together and worked out a minimum weekly budget for food and clothes and fuel. It came to \$12. So the relief agency gave the Jones family \$9.25 per week because that was all the agency could spare.

March found the Joneses greatly changed. The family that had courageously faced depression in 1930 shouldered to shoulder was no longer a solid unit. Mr. and Mrs. Jones often quarreled. A desperate feeling that he was a failure settled into Mr. Jones' very bones. The family never went anywhere. They seldom saw old friends.

In June employment picked up. But no job for Jones. Compulsory accident insurance rates are high for men above 40, so factories hire younger men. September brings promise of a new bridge to be



★ HARRY L. HOPKINS *Administrative*

"WHEN you come to the problem of the man, woman, and child who lives in a city, a necessity is that the citizens of that city take the social and charitable organizations into consideration first. Then we come to this subjective local government in the additional need."

"We demand that local government be not sufficient, if those two features do not do, w If that still is not enough, if the State thing viously the Federal Government must while nevertheless, it is the inherent duty of Govt starvation."

built with public-works funds. Jones expects to get a job. He already has been working for relief wages on the roads. And relief funds are now sufficient to cover the family needs. The four Joneses even went to a movie.

Miss Holcomb is one of approximately 20,000 social workers who are the officers and "non-coms" in the War on Want.

C" ★ PRESIDENT FRANKLIN D. ROOSEVELT ★ ★ ★

His being fought—and Won!

Suggestions to Teachers

1. Invite local social workers to tell classes about relief work.
2. Ask pupils to make out minimum food and clothing budgets for a family.
3. Have class visit local relief headquarters.
4. Ask pupils to gather information on State and local relief programs.
5. Invite a speaker from the local community chest.
6. Let class report its investigation to entire school assembly or through the school paper.

Minimal Emergency Relief who says:

problem the individual family, the individual in city, and the first objective and the first that through the churches, the community chest, nation should do their share to their utmost this objective, and that is the participation of al need ern share to the utmost, and then, if that is es do, we come to the next unit, the State. State thing it reasonably should do, then ob- must while it isn't written in the Constitution, duty Government to keep its citizens from

Trained in American colleges and universities, these social workers are the unsung heroes and heroines of the depression.

Miss Holcomb, like her fellow social workers, has approximately a 200-case load. This means she aids 200 families. She has to make complete records on those families. She helps them to make out budgets. She cheers them up, tries

to direct them to jobs, sees that they have medicine, food, fuel, and clothes. Finally, her job is to restore the families to a self-sustaining basis.

In 1929 the Associated Charities, largely financed by a few wealthy persons, took care of Xenia's needy. Sally Holcomb was employed to investigate and aid some 110 families. With depression came a flood of demands for assistance. To aid charity the city council appropriated funds. Soon the city began to run out of money and it called on the State government. The State soon turned to Washington. Congress in July 1932 allowed the Reconstruction Finance Corporation \$300,000,000 to advance to States for relief with the understanding that the funds were to be deducted from future Federal funds for roads.

Then on May 12 President Roosevelt signed the Federal Emergency Relief Act carrying an appropriation of \$500,000,000. The States and cities must continue to cooperate, however, by raising funds, because the Federal Government's contribution is intended only to supplement, not supplant.

In 1929 the Associated Charities paid Miss Holcomb's salary; in 1930 the city paid her; in 1931 the State paid her; in 1932 and 1933 her pay check came chiefly from the Federal Treasury. From now on the Federal, State, and city governments will share in paying her salary and for what she gives the Joneses.

Any calamity so widespread as depression unemployment cannot fail to come in contact with an activity so widespread as education. To date, this contact has been local and largely voluntary. Teachers have contributed thousands of dollars to help the needy. Parent-teacher associations have fed millions of hungry children. Home-economics departments have helped. Rural schools have been the centers from which the American Red Cross distributed flour, meat, and cotton goods. Libraries have been a welcome haven to thousands eager to make their enforced idleness yield them some profit. Schools have aided recreation programs.

Adult education to keep up the morale of the unemployed and to prepare them for new jobs has flourished in many places.

Recently education has been invited to play a leading role in the national relief program. Administrator Harry L. Hopkins has announced five ways (see November SCHOOL LIFE) of using Federal relief funds which have definite implications for education. He has paved the way for a Nation-wide adult education program with thousands of unemployed teachers and others competent instructing thousands of unemployed in hundreds of different subjects. If the States will accept the opportunity this program can be put into effect at once. Administrator Hopkins told the State superintendents that the relief problem, from a long-range view, is fundamentally an educational problem. The task is to help people learn how to live in the new world.

War still on

In a way the Federal Emergency Relief Administration is only one division of the "American Army" in the War on Want. It is 1 of 10 new Government agencies (see September School Life). The FERA has enrolled only for the period of the war. It will demobilize as soon as the recovery program succeeds in banishing abnormal unemployment.

The number of families needing relief is already falling. More than 300,000 families became self-supporting in July. Federal officials predict, however, that 3,000,000 families totaling more than 10,000,000 persons must be fed, clothed, and housed this winter. The bill will come to some \$20,000,000 per week. The War on Want, you see, is not yet over.

For Federal Emergency Relief Administration teaching aids see the article in this issue on "The Documents About Recovery." November SCHOOL LIFE will include the third article in this series.

—WILLIAM DOW BOUTWELL.

Education

IN OTHER COUNTRIES

As Reported by JAMES F. ABEL of the Office of Education

"Please wire collect, list of nations without public schools supported by taxation."

TO answer with precision this telegram, which came recently to the Office of Education, requires that the words "nation", "public", and "taxation" be defined accurately, but to insist on such definition would be quibbling over a wording that is exact enough for ordinary purposes.

All public education may be thought of, without overworking the imagination, as a 3-dimension mass bounded by territorial extent, age-range of the learners, and scope of subject matter. The idea is illustrated in the accompanying drawing.

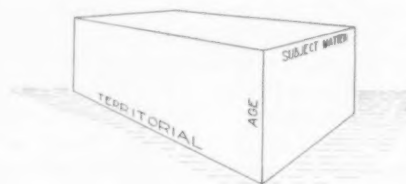
To be sure, territorial extent is an area and subject matter is itself a mass not a line, but the drawing is merely to show three of the measures of educational activity.

Of course, the mass will not be a clearly defined symmetrical body like the one in the drawing, but a shapeless form hazily and indistinctly marked, thinned down to 3 years or less in age-range of learners for some areas and built up as high as 18 or 20 years in others; and of many breadths of subject matter, from mere counting and alphabetizing to intensive research.

Its territorial boundaries, the outline of the base on which the mass rests, are infinitely irregular and shift here and there, now expanding, now contracting, as political, economic, and social conditions affect them. Tracing their shifts over the past five centuries is encouraging; they have expanded until they include most of the inhabited area of the earth.

Counting as one nation each, the British Empire, United States, Belgium, Denmark, France, Italy, Japan, Netherlands, and Portugal, and omitting the See and Church of Rome, the Statesman's Year-Book for 1933 lists 67 nations. Without question, 62 of these, or all but Abyssinia, Arabia, Bhutan, Monaco, and Nepal have public schools supported by taxation.

For Abyssinia the American consul general at Addis Ababa reported in May



1932 that there is a ministry of education and that education funds appropriated annually by the Ethiopian government are about 500,000 Maria Theresa thaler (\$110,000 at the then rate of exchange).

We find no mention of public education in Arabia but Ibn Sa'ud moves his troops with fleets of automobiles and is building good roads, and all the neighboring countries have public-school systems. Probably he will not permit Arabia to be less progressive than they are.

No accounts that we have read include any statements about education in Bhutan. Bhutan borders on the Presidency of Bengal, which has one of the best school systems in India. It would be remarkable if the education sentiment in Bengal has not to some degree crossed the boundaries into the smaller country.

The constitution of Monaco adopted January 5, 1911, and modified November 18, 1917, makes the services of instruction and fine arts one of the important cares of the government.

As to Nepal, Perceval Landon in his interesting 2-volume work Nepal writes:

"There is no more ardent advocate of education in Asia than the Prime Minister of Nepal. He sees that it is not merely an important but that it is a vital aid to any permanent progress, individual as well as national, and he has especially interested himself in the technical side of such instruction. * * *

"The Nepal schools are affiliated to the University of Patna, and the gratitude of Nepal to the Governments of India and Bihar and Orissa for the privilege thus extended has been freely expressed."

All nations, according to our information, except Arabia and Bhutan have public schools supported by taxation. Those two nations may have; our data are not complete.

But how about colonies, protectorates, dependencies, and other political divisions not commonly termed "National"? Have they public-school systems? The answer is that nearly all of them have. The principle that colonizing nations must attend to education, training in the civilized arts, and to sanitation in their dependencies is so firmly established that for a nation to provide or assist education in its colonies is now a matter of course; not to do so would probably mean trouble. One need only read the *Educational Year-book 1931* and *L'Adaptation de l'Enseignement dans les Colonies*, the latter issued by the International Colonial Exposition of Paris in 1931, to understand how strong the principle is and how very widely it is applied.

The self-governing dominions of the British Commonwealth of Nations all have public-school systems that rank easily as "excellent" among those of the world. The first public money for education in India was appropriated in 1813, 120 years ago, and the school systems, enrolled more than 12 million pupils in 1930-31 and are growing rapidly.

(Turn to p. 38, col. 3)

Electrifying *EDUCATION*

Radio ★ Sound Pictures ★ Recordings

BY

CLINE M. KOON

THE October issue of the Journal of Home Economics contains an article on "Home Economics in Radio Programs", which is based upon a survey of radio programs made by the American Home Economics Association in cooperation with the Federal Office of Education. Reprints of this article may be obtained free from the editorial division, Office of Education, Washington, D.C.

The College of Fine Arts of New York University is offering fine resident courses in radio production and program building. Radio, music, music direction, drama, continuity writing, and voice production are the major subjects that are considered.

An interesting example of the use of radio in the present educational emergency may be found in the Wisconsin College of the Air which has been organized to provide home instruction for thousands of boys and girls between the ages of 14 and 21 who have been unable to continue their education because of the present depression. The broadcast instruction is free and certificates of achievement will be awarded to students who pass the examinations and satisfactory complete the courses. The University of Wisconsin, State Department of Public Instruction, Wisconsin Press Association, and various other State agencies are cooperating in this venture.

"University and College Courses in Radio" is the title of Circular No. 53, 1933, issued by the Federal Office of Education. Courses in radio engineering, television, broadcasting, radio law, and radio in education are described and the colleges and universities offering them are listed. Copies of this circular may be secured free by addressing the editorial division, United States Office of Education.

The second State conference on education by radio in North Carolina was held at Raleigh on September 15. National and State leaders in education by radio participated in the conference which was

planned to advance the work of the North Carolina Radio School.

Dr. George F. Zook, United States Commissioner of Education, has called a conference dealing with the teaching of motion-picture appreciation and discrimination to be held in Washington, Monday October 30. Representative educators and members of several voluntary groups who have been invited to attend, will learn the results of experiments in systematic instruction in motion-picture appreciation and will develop plans for further procedure in this field.

The American School of the Air is scheduled to open the new season's series over the Columbia Broadcasting System on November 9. A teacher's manual and other advance information is available from the American School of the Air, Columbia Broadcasting System, 485 Madison Avenue, New York City.

Have You READ

?

Nine NOTEWORTHY News Notes

AN INTERESTING story of how the Long Beach schools carried on after the earthquake is told in the Teachers Journal, Long Beach, Calif., for June. The titles of some of the articles are: The Man Behind Long Beach's Educational Experiment, It's an Ill Wind that Blows Nobody Good, Music Earthquake-Resistant, A Garage Library, An Outdoor School.

The September number of School Arts magazine is devoted to American art.

Most of the articles and illustrations have to do with the art of the Indians including pottery, silverwork, and beadwork. There is also an interesting account of American wood carving.

"Is college worth while?" is a question asked and answered in the Forum for September by R. E. Rogers, associate professor of English at Massachusetts Institute of Technology.

Education and the American future was the subject of an address by President Glen Frank of the University of Wisconsin, at the meeting of the N.E.A. in Chicago. This address appears in the Texas Outlook and in the Pennsylvania School Journal for September.

School and Society for September 2 has a brief account of Black Mountain College, which was recently established by the members of the Rollins College faculty who were dismissed or who resigned last spring following a "disagreement as to principles" with the president of Rollins.

A new educational periodical, Oklahoma School Journal, made its appearance in August. The editor, W. Roy Welton, states that the main objective is "to build everything that benefits the cause of education."

The first of a series of articles on the story of shorthand appears in the Business Education World for September. The writer, John Robert Gregg, traces the history of stenography from the ancient Hebrews through the Greeks and Romans.

The Department of Public Instruction of the Commonwealth of Pennsylvania has begun the publication of Public Education Bulletin. Its purpose is to afford a means of direct communication between the department and school officials and citizens interested in school affairs in Pennsylvania. It will contain information on governmental activities in education.

A recreation center affording leisure-time activities for 26,700 men, women, and children during the year ending last December is described in Recreation for August. E. Dana Caulkins endorses heartily the work of the Westchester County Recreation Commission and its splendid community center.

—SABRA W. VOUGHT.

WHAT IS A Good High School?



Regional Associations Lay Plans to Find an Up-to-date Answer to an Old Question

FOR more than a quarter of a century regional accrediting agencies have been rendering a valuable and voluntary service to colleges and secondary schools. As a guide and help in doing this work standards have been developed for use in evaluating the effectiveness of these institutions. For the most part these standards have been satisfactory until the last few years. Realizing, however, that times have changed, the leaders of the different associations have begun to question and to study their own stated policies, standards, and recommendations. This is notably exemplified in the extensive study now being carried on by the Commission on institutions of higher education of the North Central Association, extending over a period of 4 years.

In keeping with this idea that a study should be made of the work already accomplished, the several secondary commissions have been considering the need for an examination of standards which they are now using in accrediting secondary schools, both public and private, throughout the Nation. The present standards are largely quantitative in nature, measuring as they do certain conditions, including physical facilities, which are thought to be conducive to the operation of an effective school. It is felt that the new standards should be qualitative in character and should set up a way of measuring or identifying the quality of the product, or of the process, or of both, in terms of the objectives of the school. This feeling of need for shift in emphasis has apparently arisen in different parts of the country and along with it the further conviction that a more effective study can be conducted if all associations pool their interests and resources in one concerted attack on the problem.

This idea of a cooperative attack on problems confronting these associations is by no means new. As early as 1928 a plan

AUGUST 19 was warm, even by Washington, D.C. standards. Nearly a score of coatless men sat around a long table in a hot second-floor room of the Department of the Interior. They had come the day before from as far north as Portland, Maine; as far west and south as Texas. By afternoon these gentlemen, who were representatives of the regional associations of United States colleges and secondary schools, had agreed to plan a study which may have a profound effect on American high schools. The major section of their joint statement is here printed.

for a study of secondary schools holding membership in regional agencies was developed by the National Committee on Research in Secondary Education and approved by a number of these organizations. However, before the plan could be put into operation, authorization was made by Congress for the National Survey of Secondary Education. It was felt that the cooperative study should await the results of the National Survey; the project for a cooperative study by the associations was therefore postponed. The idea was revived at the annual meeting of the Middle States Association in November 1931, when a resolution was passed proposing the appointment of a commission to study secondary school and college relations, this commission to include representatives of the several regional associations. The project was deferred because of the pressure of the economic situation.

The first effort in the direction of a cooperative study of standards was suggested by the National Association of Officers of Regional Associations at their fifth annual meeting in Washington, February 1932. A resolution was adopted that each regional association appoint representatives to meet as a committee for the discussion of a study of secondary-school standards. Subsequently each

association was approached by the officers of the national association; all of them expressed definite interest and willingness to cooperate except the Western Association, from which no reply was received. It was thought wise, however, to delay the promotion of this project until the results of the National Survey of Secondary Education and the study of standards of institutions of higher education in the North Central Association were available.

By the spring of 1933 these two projects were well advanced, and the North Central Association at its session in April of that year authorized the chairman of the commission on secondary schools to appoint the 20 State chairmen as a committee on the study of standards for accrediting secondary schools. From this general committee the chairman appointed a subcommittee of five to act as an executive committee and to be the representatives of the North Central Association to work in cooperation with other regional associations. A small amount of money was appropriated by the North Central Association for use in getting the study started.

This committee of five and representatives of the Southern Association and the Middle States Association met in Chicago on July 3, 1933, at the time of the N.E.A.

meetings, to consider the possibility of working together. Dr. George F. Zook, now United States Commissioner of Education, met with this group. Before the day's discussion had closed it was clear that everyone present felt the need for enlisting the interest and active support of all regional associations of colleges and secondary schools and possibly the help of other agencies. Definite need was felt for making the study on a Nation-wide basis. As a next step Commissioner Zook, at the request of the group, agreed to call together at an early date in the Office of Education representatives of all the regional associations. The call was sent out, and the response received to the invitation was immediate and enthusiastic. On August 18 and 19 the following men met in Washington to organize and plan a program:

NEW ENGLAND ASSOCIATION: Arthur W. Lowe, Portland High School, Portland, Maine.

MIDDLE STATES ASSOCIATION: Richard M. Gum-mere, William Penn Charter School, Philadelphia; E. D. Grizzell, University of Pennsylvania, Philadelphia; Karl G. Miller (for George W. McClelland), University of Pennsylvania, Philadelphia; Walter J. O'Connor (for William M. Lewis), Georgetown University, Washington. Unable to attend—William A. Wetzel, Trenton.

SOUTHERN ASSOCIATION: J. Henry Highsmith, State Department of Public Instruction, Raleigh, N.C.; Joseph Roemer, George Peabody College for Teachers, Nashville, Tenn.; Wm. R. Smith (for W. A. Bass), University of Virginia, Charlottesville.

NORTH CENTRAL ASSOCIATION: J. T. Giles, State Department of Public Instruction, Madison, Wis.; Carl G. F. Franzen, University of Indiana, Bloomington; A. A. Reed, University of Nebraska, Lincoln; M. R. Owens, State Department of Education, Little Rock, Ark.; G. E. Carrothers, University of Michigan, Ann Arbor.

Associations invited to send delegates but not represented at the meeting: Western Association and Northwest Association.

Present in addition to those representing regional organizations: George F. Zook, United States Commissioner of Education; Carl A. Jessen, Office of Education; E. J. Ashbaugh, Miami University, Oxford, Ohio, chairman National Committee on Research in Secondary Education; D. H. Gardner, University of Akron, member of the Committee on the Revision of Standards for Higher Institutions of the N.C.A.; J. W. Diefendorf, University of New Mexico, Albuquerque, State chairman for the N.C.A. in New Mexico.

Proposals

Results of deliberation by this group are briefly summarized in the following 10 proposals formulated toward the close of the meeting:

It is proposed—

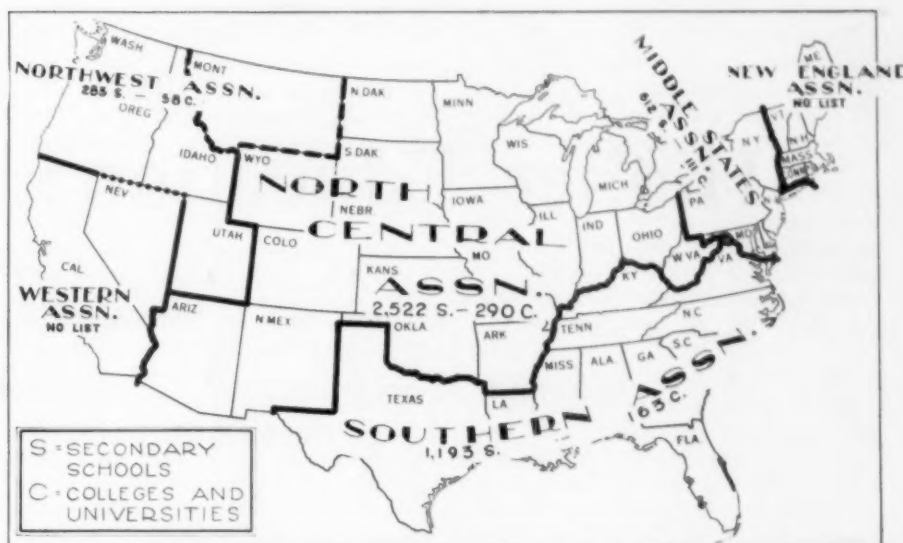
1. That the regional associations of colleges and secondary schools shall enter into a cooperative study of standards and procedures for evaluating secondary schools.

2. That present standards and procedures of the various regional associations be continued in effect until new and/or revised standards and procedures are formulated and adopted by these associations.

3. That the new standards be derived by—

A. Testing all old standards and retaining such part or parts of them as prove valid and satisfactory.

(Turn to p. 38, col. 2)



Illustrated by Andrew H. Gibbs

ABOUT THE MAP

HIGH schools, colleges, and universities, like humans and birds, flock together. Organized educational companionship began at Boston 48 years ago. Now there are six flocks, as shown above. Many of our high schools, colleges, and universities take pride in belonging to one. Montana's institutions take pride in belonging to two.

What a member expects from membership in a regional association varies from the good fellowship and exchange of ideas at an annual dinner to the equivalent of an AAA rating in Moody's.

To educators abroad, education in the United States at first inspection looks like chaos. They see 127,000 independent school districts. They see 1,486 colleges and universities. They see 48 different State systems. But if they look deep enough they will discover under this chaotic surface pattern a strong fabric of unity. To the weaving of this underlying fabric of unity the voluntary regional associations of secondary schools and colleges have greatly contributed.

The associations

New England Association of Colleges and Secondary Schools

The oldest. Organized in 1885, it meets annually in Boston, where representatives renew friendships, dine, hold conferences, and hear instructive addresses. This association does not accredit schools. President, William E. Wing, Deering High Schools, Portland, Maine; secretary, George S. Miller, Tufts College, Medford, Mass.

Middle States Association of Colleges and Secondary Schools

Second oldest. Organized in 1892. For many years its name included "and Maryland", but recently the association adopted Maryland as a middle State. Not until 1928 did this association issue a list of member institutions which met stated standards. Two Canal Zone schools are enrolled. President, William M.

Lewis, Lafayette College; secretary, George W. McClelland, University of Pennsylvania. Of its two commissions, secondary schools and higher institutions, E. D. Grizzell, of Pennsylvania, is chairman of the first; Adam Leroy Jones, Columbia University, the second.

North Central Association of Colleges and Secondary Schools

Cornerstone, 1895. Beginning quite north and central with Indiana, Illinois, Iowa, Michigan, Missouri, Ohio, and Wisconsin, this association's territory now stretches west to the Idaho border, east to Harpers Ferry, and south to Nogales, Ariz. It embraces 20 States. Flying the banner of accredited membership in this association are more than 2,800 schools enrolling more than a million young men and women. It probably has the most extensive accrediting and research program. Among important figures at its annual Chicago meetings are Henry N. Wriston, Lawrence College, president; Arthur W. Clevenger, high-school visitor for University of Illinois, executive secretary. There are three commissions—secondary, George E. Carrothers, University of Michigan, chairman; higher, H. M. Gage, Coe College, chairman; unit courses, Thomas M. Deam, Joliet, chairman.

Southern Association of Secondary Schools and Colleges

Also 1895. Accrediting is considered very important among Southern schools. This association will meet in Nashville, December 7-8. W. P. Few, Duke University, is president; Guy E. Snively, Birmingham-Southern College, secretary; T. Henry Highsmith, University of Virginia, chairman; Joseph Roemer, Peabody, secretary, of its secondary school commission; W. D. Hooper, chairman, higher education commission.

Northwest Association of Secondary and Higher Schools

1918. It is the youngest to issue a list of accredited schools. Alaskan, Hawaiian, and Nevada schools are on its list, although not represented on its executive committee. Henry M. Hart, Lewis and Clark High School, Spokane, president; Paul S. Filer, Spokane, secretary; meeting, Spokane, April.

Western Association of Secondary Schools and Colleges

This association is new. It is a nonaccrediting organization composed of approximately 100 institutions. E. C. Moore, University of California, president; A. J. Cloud, San Francisco, secretary.

Higher Education's Outlook

HENRY G. BADGER

Interprets Reports from 348 Colleges and Universities In the United States¹

SHARPLY declining revenues from virtually every source, and indebtedness that is decreasing only slightly, present a prospect for the coming year that is far from pleasing to universities and colleges throughout the country. Reductions in salaries for administrative and teaching personnel, dismissal of staff members, suspension—even abandonment of building programs—and the discontinuance of all activities that can be dispensed with appear no less imperative for the coming year than they were for the one just closed.

Early in July 1933 approximately 750 institutions of higher learning of various types were asked for a statement of certain of their financial operations for 1932-33, and their tentative budgets for 1933-34. Some questions were also asked regarding tuition rates, indebtedness, and salary scales.

Up to August 22, replies had been received from 348 institutions: 210 colleges and universities (64 publicly controlled and 146 privately controlled); 104 teachers colleges and normal schools, all publicly controlled, and 34 public and private junior colleges. Every State was represented. The findings, here set forth, are

TABLE 1.—Total number of staff members, institutions of higher education, 1932-33 and 1933-34

| Item | Type of institution | | | | |
|------------------------|---------------------------|---------|--------------------------------------|-----------------|----------------------|
| | Universities and colleges | | Teachers colleges and normal schools | Junior colleges | All schools replying |
| | Public | Private | | | |
| Number of schools..... | 63 | 134 | 93 | 31 | 321 |
| Staff members: | | | | | |
| 1932-33..... | 11,883 | 7,995 | 5,220 | 589 | 25,687 |
| 1933-34..... | 11,292 | 7,683 | 5,043 | 579 | 24,587 |
| Decrease: | | | | | |
| Number..... | 601 | 312 | 177 | 10 | 1,100 |
| Percent..... | 5.1 | 3.9 | 3.4 | 1.7 | 4.2 |

¹ Economic Outlook in Higher Education for 1933-34, Circular 121. Single copies free from Office of Education.

TABLE 2.—Indebtedness of institutions of higher education, 1932 and 1933

| Item | Type of institution | | | | |
|--|---------------------------|--------------|--------------------------------------|-----------------|---------------------------|
| | Universities and colleges | | Teachers colleges and normal schools | Junior colleges | All institutions replying |
| | Public | Private | | | |
| Number of institutions..... | 18 | 106 | 6 | 17 | 147 |
| Amount of indebtedness: | | | | | |
| 1932..... | \$5,374,772 | \$40,238,144 | \$698,848 | \$1,395,488 | \$47,707,252 |
| 1933..... | 4,990,259 | 39,705,295 | 583,619 | 1,601,505 | 46,880,678 |
| Percent of change, 1932-33: | | | | | |
| Increase..... | | | | 14.8 | |
| Decrease..... | 7.2 | 1.3 | 16.5 | | 1.7 |
| Schools reporting no change in indebtedness, 1932 to 1933..... | 2 | 17 | 0 | 1 | 20 |
| Increasing indebtedness: | | | | | |
| Number of schools..... | 14 | 45 | 3 | 6 | 58 |
| Percent of increase..... | 25.2 | 7.5 | 2.9 | 77.2 | 10.6 |
| Decreasing indebtedness: | | | | | |
| Number of schools..... | 12 | 44 | 3 | 10 | 69 |
| Percent of decrease..... | 16.1 | 4.9 | 64.9 | 15.8 | 6.6 |

¹ Does not include one publicly controlled university which borrowed from its own endowment for building purposes.

a composite of schools reporting. They are to be understood as a preview of 1933-34 made before the school year was actually under way.

In seven of every nine institutions reporting, revenues for educational and general purposes and for capital outlay are expected to be lower this year than in 1932-33. These decreases in revenue will be spread over a wide range. One teacher-training institution expects to receive as little as 30 percent of its 1932-33 revenue. Approximately one third of the institutions expect decreases of not more than 10 percent.

Among the public universities and colleges, the range is from a decrease of about 50 percent to an increase of about 10 percent. Private universities and colleges range from a decrease of about 60 percent to an increase of more than 20 percent.

Institutions of higher education will have as a whole about 30 percent less money available for educational and general and capital purposes in 1933-34 than they had in 1929-30. The median decrease for public universities and colleges will be 38 percent; for private universities and colleges, 20 percent; for

teacher-training institutions, 32 percent; and for junior colleges, 25 percent.

This decrease in revenue is expected to occur generally in receipts from national, State, and local governmental sources, in income from productive funds, in private benefactions, and in miscellaneous receipts. It will not be so marked in student fees as there is a tendency, among teacher-training schools in particular, to increase tuition rates. Reductions in expenditures, therefore, appear inevitable. Building programs are as a rule quiescent.

Expenditures for educational and general purposes, not including capital outlays, will be lower in 1933-34 than in 1932-33 in five of every six institutions of higher education reporting. The median decrease for public universities and colleges will be 10 percent; for private universities and colleges, 6 percent; for teacher-training schools, 13 percent; for junior colleges 5 percent; and for all schools reporting 9 percent.

These reductions in expenditures will affect the personnel in two ways: (1) By reducing their number, and (2) by reducing the salaries of those retained. Table 1 shows that a net decrease of about 4 percent in total number of administra-

tive and instructional officers is anticipated from 1932-33 to 1933-34. This decrease will be more apparent among large schools than small ones, where the tendency seems to be to retain the teaching force, but to reduce salaries.

Salary reductions are frequently made on the basis of the actual salary received by the person concerned rather than on his academic rank. The reduction is sometimes at a uniform rate on all salaries, but more commonly it is on a sliding scale: A certain percent off the first \$1,000 of basic salary, a larger percent off the second \$1,000, a still larger percent off the third, etc.; or a certain percent off the entire salary, the proportion increasing as the salary increases. In a few instances the reductions appear to have been planned on the basis of so much money off certain salaries and have resulted in a greater proportionate reduction for the small salaries than for the larger ones. An occasional school reports no decrease in salaries, but a voluntary contribution from each staff member, based on his salary. This contribution is usually set aside for student aid, unemployment relief, or some similar purpose.

Expenditures for research will in many instances be reduced. Extension and correspondence work will also be affected in many schools, and will be put strictly on a self-supporting basis in others.

Despite drastic retrenchments it appears that only 69 institutions of higher education were able to reduce their indebtedness during the school year 1932-33. (See table 2). Only 6 of 104 teacher-training schools reported indebtedness in either 1932 or 1933.

THE DOCUMENTS

(Continued from p. 24)

"It can be helped by national planning for the supervision of all forms of transportation and of communications and other utilities which have a definitely public character . . ."—Inaugural Address.

Work of the Federal Coordinator of Transportation. (Press release.)

Interpretation of Sec. 7 (b) of Title I of the Emergency Railroad Transportation Act, 1933. (Press release.)

Purpose of the Emergency Railroad Transportation Act, 1933. (Press release.)

Application of the National Industrial Recovery Act to the Railroads. 13 p., Mimeo.

"In our progress toward a resumption of work we require two safeguards against a return of the evils of the old order; there must be a strict supervision of all banking and credits and investments; there must be an end of speculation with other people's money, and there must be provision for an adequate but sound currency . . ."

—Inaugural Address.

RECONSTRUCTION FINANCE CORPORATION

Reconstruction Finance Corporation Act as Amended and Other Laws and Documents Pertaining to Reconstruction Finance Corporation. 1933. 66 p.

Reconstruction Finance Corporation—Its Powers and Functions. 1933. 12 p. (Cir. No. 4, rev.)

Rules and Regulations Under the Securities Act of 1933. 8 p. (Federal Trade Commission.)

Securities Act of 1933. (Public Act No. 22, 73d Congress) (Federal Trade Commission.)

Services of the RFC 7 p. (Address of Jesse H. Jones.)

Watch **SCHOOL LIFE** for mention of the new publications of the emergency agencies.

—MARGARET F. RYAN.

Oklahoma City, Okla.—The allotment of \$133,000 was made to the Oklahoma City Board of Education for construction and repair of school buildings and recreation centers at various points in the city. The allotment represents 30 percent of the cost of labor and materials.

Shawnee, Okla.—A grant of \$15,000 was made to the Board of Education, Independent School District No. 93, Shawnee, to aid in construction of a 1-story brick school building. The allotment is 30 percent of the total cost of labor and materials.

Tappahannock, Va.—An allotment of \$12,000 was made to the county school of Essex County, Va., to construct a 12-room school building with auditorium; 2-story brick and concrete construction. This is 30 percent of the total cost of this project.

Iowa City, Iowa.—A grant of \$57,000 to the State University of Iowa City, Iowa, to aid in the construction of a dormitory unit and repairs to present dormitory and memorial building. The allotment represents 30 percent of the cost of labor and material for this work.

Other applications for Public Works allotments for school buildings are being received and there will doubtless be many other school systems receiving aid in the near future.

WE FACE AN ISSUE

(Continued from p. 29)

As men and women again find themselves gainfully employed and are thus able to supply themselves with the necessities of life, we are faced with a great crisis which will test the quality of our citizenship more than anything which we have yet encountered. We shall have an opportunity to demonstrate whether we wish the advantages of education for ourselves and our children enough to pay for them. We are now being called upon to decide whether we will retain and develop those evidences of culture and civilization which alone make life worth living. We are confronted with a choice as to whether we will spend the great amount of leisure time which is being thrust upon us in idle dissipation or whether we will use it in a great program of self-improvement.

Those who know the history and the heart of America can never doubt what course the American people will take. In this critical emergency the schools and colleges stand ready to serve as the chief agency of social progress. Out of trial and adversity we can yet have, we shall yet have, through a broadened educational system, opportunities for a better, fuller life than any with which the American people have so far been blessed.

P. W. A. School Allotments

REPORTS of eight allotments of Public Works Administration funds for public school buildings are as follows:

Augusta, Ga.—The loan and grant of \$710,000 is to the Board of Education of Richmond County, "Augusta," Ga., for construction of 10 schools. The grant based on 30 percent of the cost of labor and materials amounts to approximately \$174,000. The balance, a loan, is secured by 4 percent General Obligation Bonds maturing over a period of 25 years. Public Works Administration examiners found the project very desirable, and it has been approved by referendum vote in the district. Work can begin in 30 days and be completed in 180 days employing 100 men for the duration of construction.

Nobel County, Ind.—An allotment of \$3,700 to Albion School Township, for

additions to existing school buildings was made. This allotment is a grant of 30 percent of the cost of labor and materials estimated at \$10,250 on a project for which the total cost will be \$12,255.88. No loan was requested. The school township will pay the balance of the cost from other funds.

Washington, D.C.—Howard University received \$948,811 for building and repair purposes. The university received an allotment of \$70,000 additional for the construction of a new chemistry building.

Raleigh, N.C.—An allotment of \$168,000 was made out of P.W.A. funds for 3-story apartments adapted to house State employees and teachers and students of the State university. These apartments will be built by a limited dividend corporation organized by a group of Raleigh citizens.

TEACHERS' SALARIES

(Continued from p. 22)

In 1930 the Office of Education found salaries in the lower brackets as follows:

| States | Percent of rural teachers receiving \$300 or less per year | | Percent of rural teachers receiving \$500 or less per year | |
|--------------------------------|--|-------|--|-------|
| | White | Negro | White | Negro |
| Alabama..... | 0.1 | 60.0 | 21.7 | 79.2 |
| Arkansas..... | 3.6 | 28.1 | 29.5 | 66.2 |
| California..... | | | .3 | |
| Connecticut..... | | | .7 | |
| Florida..... | .6 | 27.1 | 10.3 | 59.1 |
| Georgia..... | 3.1 | 79.7 | 45.3 | 93.3 |
| Idaho..... | | | .1 | |
| Illinois..... | | | .9 | |
| Iowa..... | | | .4 | |
| Kansas..... | | | .3 | |
| Kentucky..... | | .2 | 22.9 | 19.1 |
| Louisiana..... | | 51.9 | 1.7 | 87.0 |
| Maine..... | | | 4.9 | |
| Maryland..... | | .1 | | 8.0 |
| Minnesota..... | | | .1 | |
| Mississippi..... | .5 | 79.0 | 15.0 | 95.1 |
| Missouri..... | .3 | 1.8 | 7.2 | 24.8 |
| Montana..... | .1 | | .9 | |
| Nebraska..... | | | .7 | |
| Nevada..... | .1 | | .1 | |
| North Carolina..... | .9 | 5.0 | 8.7 | 62.9 |
| North Dakota..... | | | .1 | |
| Oklahoma..... | | .2 | .3 | 10.2 |
| South Carolina..... | | 57.5 | .2 | 93.5 |
| Tennessee..... | 1.5 | 10.2 | 15.4 | 58.6 |
| Texas..... | .1 | 6.7 | 4.6 | 61.2 |
| Utah..... | | | .3 | |
| Virginia..... | | 11.2 | 12.2 | 72.4 |
| West Virginia..... | | | 2.0 | |
| Continental United States..... | .2 | 34.1 | 3.6 | 65.0 |

School terms in rural communities have been cut as much as 50 percent in many counties. In one State 50 percent of the counties reported curtailments in term length. If a teacher signs a contract to teach 8 months for \$500 and then the term is cut in half, she must live somehow on \$250 for the year or find another job.

Last winter, when depression clouds were darkest, legislatures in a number of States fixed certain limitations on salaries and incomes for schools and colleges. Iowa's last legislative session is an example. The State teachers' salary law was amended to reduce the minimum wage for all teachers to \$40 per month, and to eliminate the sections relating to the usual increases based on qualifications and experience.

Now we have data on code wages and teachers' salaries. How can we compare them?

Unskilled factory workers in plants operating under the President's reemployment agreement receive a minimum of 40 cents an hour. If such a factory worker labored steadily for a 35-hour week he would receive \$14; for a month \$56; for 36 weeks equivalent to a teacher's normal school year, \$504. From the figures above it appears that at least 41,000 rural teachers are paid less than the blanket code minimum for unskilled labor. As a matter of fact \$504 is twice as much as several thousand teachers in public schools are now receiving.

But it is scarcely fair to compare teachers who must expend many years of time and effort in preparation for their tasks to unskilled laborers on whom no such demands have been made. In the absence of any salary scales for professional workers, we turn to the rates for skilled workers on public-works contracts. The lowest rate for plumbers, electricians, steamfitters, etc., is \$1 per hour. Working 8 hours per day 5 days a week, a plumber would at this rate earn \$40 per week, \$160 per month, \$1,440 for 36 weeks, equivalent to a teacher's year. By consulting the salary medians we find that \$1,440 is \$20 more than the median salary for city and rural teachers in 1930. It is far more than the average for rural teachers, which is \$926.

What will be the effect of these new contrasts in compensation for various kinds of service?

One illustration of what may happen is reported by Supt. Joseph H. Saunders, of Newport News, Va.: "Recently I asked the manager of a 5-and-10-cent store if he employed any teachers. 'Yes', replied the manager, 'there is a girl with 4 years' teaching experience. We pay her more than she was paid for teaching school.'"

If teacher salaries stay low, and salaries in other occupations remain relatively high, the problem of unemployment among teachers may soon disappear. Those out of work will be applying for other kinds of work than teaching. The present situation may also develop into a period not unlike that following the World War when many of the best teachers left the low-paid teaching profession to enter more highly paid industrial and trade positions.

WHAT IS A GOOD HIGH SCHOOL?

(Continued from p. 35)

B. Evolving new standards through research.

4. That procedures for evaluating secondary schools on the basis of all standards shall be developed through careful experimentation.

5. That on the basis of the new and revised standards and procedures for evaluation of secondary schools, a program of stimulation for further growth shall be initiated and developed.

6. That for the purposes of carrying forward this program the greatest possible use should be made of the existing machinery of regional associations.

7. That this proposed program be presented to all the regional associations of colleges and secondary schools with a view to securing their cooperation and support.

8. That a careful statement of the proposed study be prepared and presented to some foundation in order to secure

adequate funds with which to carry on the program.

9. That, since uniform standards are not likely to meet the needs of each region, all standards must be adapted by the different associations to the conditions of their own territories.

10. That there shall be established at this time two committees . . . from regional associations. These two committees may invite representatives of other organizations to sit with them as consulting members. The representatives on the general committee shall be named by the respective associations. The members of the executive committee shall be named by the general committee.

SURVEYS OF NEGRO EDUCATION

The Journal of Negro Education for July is devoted to a survey of Negro higher education. This issue is the second in a series of yearbook numbers published by the College of Education, Howard University, Washington, D.C. The first was devoted to a critical survey of the Negro elementary school. Dr. Ambrose Caliver, Federal Office of Education specialist in the education of Negroes, contributed a chapter on Negro college students and the needs of personnel work, as part of the picture of Negro higher education, for the last quarterly issue.

EDUCATION IN OTHER COUNTRIES

(Continued from p. 32)

Of the smaller areas of the Commonwealth, few if any lack public school facilities of some kind or other. An advisory committee of experts aids the British Colonial Office in formulating colonial education policies. Only recently (1931-32) a Colonial Office Commission surveyed and reported on problems of secondary and primary education in parts of the British West Indies.

The French Government takes much pride in skillfully developing education systems suited to indigenous peoples. Belgium expends annually more than 10 million francs on education in the Belgian Congo and public and private schools there enroll about 400,000 pupils. Under Netherlands rule a remarkable system of schools is maintained in the Dutch East Indies. Italy seeks "to harmonize the instruction of the natives with their social development and with the general progress of each colony". Japan provides schools in Chosen, Manchuria, Formosa, Kwangtung, and most of the Pacific Islands under its mandate. Greenland, the only colony of Denmark, has good schools.

The principle of public education supported by taxation now applies in theory at least to most of mankind.

New Government Aids FOR TEACHERS

★ Compiled by MARGARET F. RYAN

SCIENCE Serving Agriculture. 1933. 42 p., illus. (Department of Agriculture.) 5 cents.

A pamphlet prepared for distribution at the Century of Progress Exposition, Chicago, 1933, telling how the work of the Department of Agriculture touches the lives of individuals in scores of ways. (Science; Civics; Agriculture.)

Preservation of Leather Bookbindings. 1933. 8 p., illus. (Department of Agriculture, Leaflet No. 69.) 5 cents.

Seven formulas for dressings for bindings; suggestions as to the application of dressings and treatment of vellum bindings and the lacquering of powdery bindings. (Library science; Chemistry.)

Employed Boys and Girls in Rochester and Utica, N.Y. 74 p. (Children's Bureau, Publication No. 218.) 10 cents.

One of the several studies undertaken to find out the kinds of work open to boys and girls and the effect of age and education upon their occupations and stability of their employment. (Sociology; Vocational guidance; Part-time education.)

Sundials. 1933. 6 p., illus. (Bureau of Standards, Circular No. 402.) 5 cents.

Gives instructions for the construction of a horizontal sundial, with drawings showing the method of laying out the dial. It also gives a table showing the equation of time, some mottoes that have been used on sundials, and a bibliography on the subject. (Mathematics.)

The National Parks and Emergency Conservation. 1933. 33 p., illus. (Office of National Parks, Buildings, and Reservations.) Free.

Science, civics, and geography teachers will find much useful material in this bulletin written by Isabelle F. Story, Chief, Division of Public Relations of the Office of National Parks, Buildings, and Reservations especially for the men employed in the C.C.C. camps located in the National Park areas.

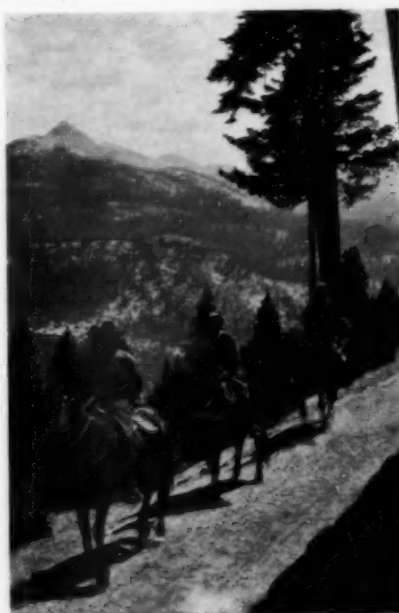
The Monetary Use of Silver in 1933. 142 p. (Bureau of Foreign and Domestic Commerce, Trade Promotion Series—No. 149.) 10 cents.

Detailed information on the legal provisions relating to silver, on the position of silver in the reserves of banks of issue, the circulation of silver coin, the attitude of foreign countries toward silver, and the possibility of increased use thereof without new legislation. Covers not only foreign countries, but includes a detailed description of the position of silver in the United States currency system. (Economics; Geography.)

The publications listed may be purchased from the Superintendent of Documents, Government Printing Office, Washington, D.C., at the prices stated. Remittances should be made by postal money order, express order, coupons, or check. Currency may be sent at sender's risk. If more convenient, order through your local bookstore.

A Study of the Deterioration of Book Papers in Libraries. 1933. 7 p. (Bureau of Standards, Miscellaneous Publication No. 140.) 5 cents.

One of a series of investigations concerning the preservation of written and printed records which is being made at the Bureau of Standards with the assistance of a fund granted for the purpose by the Carnegie Corporation to the National Research Council. (Library science; Chemistry.)



Courtesy Office of National Parks, Buildings, and Reservations

Scenes such as this one surround workers in CCC camps established in National Park areas. See reference to "National Parks and Emergency Conservation."

The A B C of Foster-Family Care for Children. 50 p. (Children's Bureau, Publication No. 216.) 5 cents.

Intended for the use of all who receive for care children who cannot remain with their own families, and as a special aid to officials of children's homes, poor-law officials, and others engaged in placing children in foster-family homes. (Sociology; Child welfare.)

Analysis of Special Jobs in Farm Forestry. 45 p. (Federal Board for Vocational Education, Bulletin No. 169, Agricultural Series No. 44.) 10 cents.

Timber farming for profit, including woods management and tree planting of marginal, submarginal, and idle lands. (Forestry; Vocational guidance.)

Care of Food in the Home. 18 p. (Department of Agriculture, Farmers' Bulletin No. 1374.) 5 cents.

Information on the forms and causes of food spoilage. Suggests methods for keeping foods in good condition. (Home economics.)

Mineral Investigations in the Alaska Railroad Belt, 1931. 1933. Pages 119-135 of Mineral Resources of Alaska, 1931. (Geological Survey Bulletin 844-B.) 5 cents. (Geology; Geography.)

Blackberry Growing. 1933. 17 p., illus. (Department of Agriculture, Farmers' Bulletin No. 1399.) 5 cents.

Directions are given for propagating, planting, cultivating, pruning, and training blackberries. Principal varieties are described. (Agriculture; Geography; Nature study.)

Mineral Resources of Alaska, 1930. 1933. 454 p., illus. (Geological Survey Bulletin 836.) 75 cents.

Contents: Mineral industry of Alaska in 1930; Administrative report; Notes on the geography and geology of Lituya Bay; The Kantishna District; Mining development in the Tatlanika and Totatlanika Basins; the Tatonduk-Nation District; Index. (Geography; Geology; Mineralogy; Economics.)

Seasonal Variation of Average Growth in Weight of Elementary School Children. 1933. 23 p., illus. (Public Health Service, Reprint No. 1561.) 5 cents. (Public Health; Health education.)

Commercial Subjects in Rural High Schools. 1933. 14 p. (Federal Board for Vocational Education.) 5 cents.

The staff of the Office of Education in the United States Department of the Interior is constantly engaged in collecting, analyzing, and diffusing information about all phases of education in the United States, its outlying parts, and in foreign countries

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